Integrated Education For Disabled Children (IEDC) in Orissa:

Teachers' Report

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Department of Education of Groups with Special Needs
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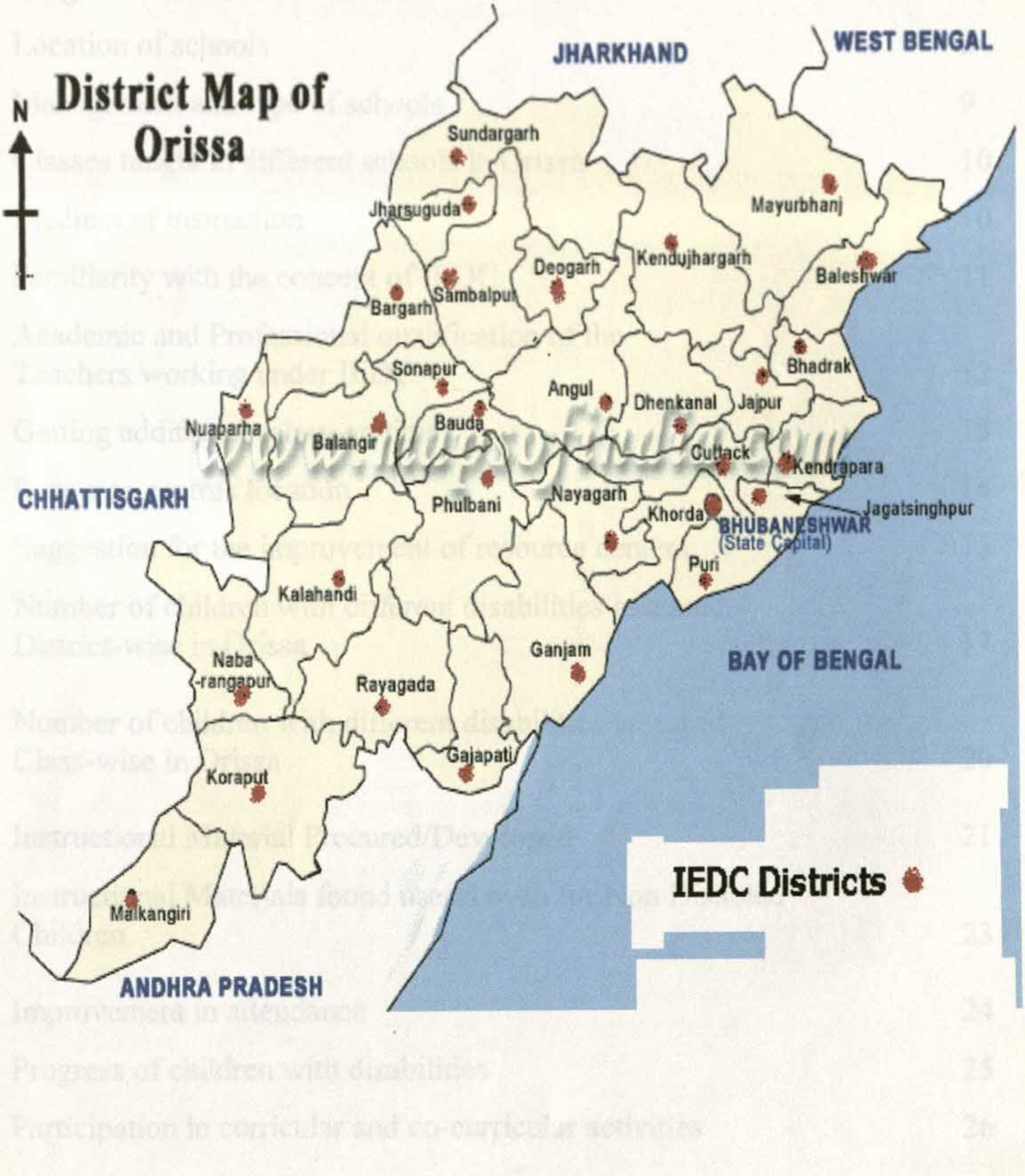
TEACHERS' PERCEPTION ABOUT INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC) IN ORISSA

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MAP OF ORISSA STATE



Contents

Detailed information about various aspects of Integrated Education in Orissa

There are total number of **30** districts in Orissa and in all the **30** districts IEDC is in operation. Out of this **11** districts have been selected under the present study entitled "An Evaluation Study of IEDC in Orissa". There are total number of **314** blocks existing in Orissa out of which **95** blocks are running IEDC units. Out of these **95** blocks, **32** blocks have been covered under the present study. **47** resource teachers and **68** general teachers have been interviewed from **140** schools working under IEDC out of which **52** were covered in the study. There are total number of **31** resource rooms established in Orissa, out of which **17** were covered in the present study. Over all **770** children and **765** parents were interviewed under the study out of **2374** children covered under the IEDC scheme. This may be viewed from Table No-1

Table No-1

A Glance of IEDC in Orissa State

S.No	Detailed Information about various aspects of IEDC in Orissa		Selection of Sample for the present Study	
1	Total No. districts under IEDC	30	11	
2	Total No.of Blocks covered under IEDC	95	32	
3	Total No. of Schools under IEDC	140	52	
4	Total Number of Resource rooms available in Orissa	31	17	
5	Total No. of Resource Teachers under IEDC	165	47	115 Teachers
6	Total Number of General teachers under IEDC	-	68	
7	Total No. of Disabled children under IEDC	2374	770	
8	Total No. of Parents covered under the study	2374	765	

IEDC cell was in operation in Orissa since 1987. The Govt. of India issued a circular stating that resource teachers who joined IEDC before **1990** will not be paid salaries with immediate effect. With the result **165** general teachers who were trained for one year as resource teachers stopped getting their salaries to teach children with different disabilities. As a result **72** teachers were absorbed as Assistant Teacher (Primary) in Govt. schools to teach regular children in the year **1993**. Remaining **93** teachers are still there working as resource teachers in **140** IEDC units in Orissa.

In the year **1993** Ministry of Human Resource Development visited SCERT, Bhubaneswar and IEDC was again started with another Govt. of India's order from the centre which was not implement by the State Government. The Director SCERT wants to implement IEDC but it may not be possible for him to do so in the absence of Govt. of India's orders from the state.

Location of schools

As has been mentioned earlier that out of **140** IEDC schools, **52** schools were covered in the present study. Out of which **27** are located in rural area and **25** are situated in the urban area. It can be seen in the following Table No-2

Table No-2

Location of Schools in Orissa

No of Schools	Rural	Urban
52	27	25
%(Approximately)	51.9	48.1

Management and type of schools

It can be viewed from Table No.-3 that all the **52** schools covered in the study are Govt. schools out of which **50** schools are co-educational schools and one each is meant exclusively for boys and for girls. In other words it may be stated that all the Govt. schools whether these are boys, girls or co-educational are implementing IEDC scheme in Orissa.

Table No-3

Management & Type of School

Schools	Management of School												
	Government				Local Body				Private Aided				Grand Total
	B	G	C	T	B	G	C	T	B	G	C	T	Total
General Schools	1	1	50	52	0	0	0	0	0	0	0	0	52

Classes taught in different schools in Orissa

The table below indicates that out of **52** schools covered under the present study **24** schools are running from Classes I to V and **21** schools are having classes from I to VII. Three schools each are having classes I to IV and IV to VII. There is one school which is running classes I to III. It indicates that all the schools where IEDC is being implemented are mostly either primary or middle schools.

Table No-4

Classes taught in different Schools of Orissa

Sl.No.	**No.Of Schools**	**Classes Taught**	**%(Approx. Value)**
1	21	I-VII	40.4
2	24	I-V	46.1
3	1	I-III	1.9
4	3	IV-VII	5.8
6	3	I-IV	5.8
Total	52		100(approx.)

Medium of instruction

All the schools covered in the present study are having Oriya as medium of instruction in Orissa. It can be viewed from following Table No-5

Table No-5

Medium of Instruction

Number of Schools	Medium of Instruction
52 Schools in Orissa	Oriya

Familiarity with the concept of IEDC

As has been mentioned earlier that there are **115** teachers who have been interviewed in the present study as can be seen from Table No.1, out of which **47** are resource teachers and **68** general teachers. All of them were familiar with the concept of IEDC baring one or two general teachers. As can be seen from Table No-6 that **100%** of the resource teachers are familiar with the concept of IEDC. So far as general teachers are concerned **97%** of the general teachers were found to be familiar with the concept of IEDC. It shows that in Orissa a lot of awareness among the general teachers have been created. This may be viewed in the following Table No-6

Table No-6

Familiarity with the Concepts of IEDC

S.No.	No. of Teachers	Familiarity with the Concepts of IEDC		
		Yes	No	No Response
1	Resource Teachers-47	47 (100%)	0	0
2	General Teachers-68	66 (97)	1 (1.5)	1 (1.5)
Total	115	113	1	1

Academic and professional qualification of the teachers working under IEDC

The study shows that all the resource teachers working under IEDC are qualified academically and professionally as general teachers as well as having specialization in special education. As it can be seen from Table No-7 that out of **47** resource teachers **28** teachers are graduate, **8** are 10+2 and **11** teachers are even post-graduates. They are professionally qualified as a teacher having B.Ed, CT or even M.Ed. **12** of them have not given any response. These professionally qualified teachers are further specialized to teach the children with different disabilities. Teachers having diploma either in single disability or multiple disabilities. Out of **47** teachers **20** are trained in Multi Category Teacher Training Programme. Fourteen are specialized in speech and hearing impairment, **9** are trained in mental retardation and **4** are trained in visual handicap. So far as **68** general teachers are concerned they

are professionally trained teachers having graduation and post-graduation degrees and professionally qualified teachers having CT, B.Ed. and M.Ed degrees. As has been evident from table No.6 that **97%** of them have orientation for the education of children with disabilities.

Table No-7

Academic and Professional Qualifications of the Teachers working in IEDC Schools in Orissa

S. No	No Of TEACHERS	Types of TEACHERS	Academic Qualifications				Professional Qualification				Diploma in Special Education					
			10+2	Grad	P. Grad	NR	CT	B Ed	M. Ed	NR	VH	S & HI	MR	OH	LD	Multi
1	47	RT	8	28	11	0	7	27	1	12	4	14	9	0	0	20
%	40.9	%	7	24.3	9.6	0	6.1	23.5	0.9	10.4	3.5	12.2	7.8	0	0.9	16.5
2	68	GT	16	34	10	8	16	34	3	15	0	0	0	0	0	0
%	59.1	%	13.9	29.6	8.7	7	13.9	29.6	2.6	13	0	0	0	0	0	0

Getting additional salary on time

It can be viewed from Table No.8 that the resource teachers who are working in Orissa are not getting their additional salary. Out of **47** teachers only **7** teachers are getting additional salary that too not in time. If we want to motivate the resource teachers to work in this difficult area, we have to

provide them at least additional salary which has been earmarked for them in the scheme of IEDC.

Table No-8

Getting Additional Salary on Time

No. of Resource Teachers	Gettig Addional Salary			Gettig Addional Salary on Time		
	Yes	No	No Response	Yes	No	No Response
47	7	25	15	1	6	0

Resource Centres located in Primary, Upper Primary, secondary and higher secondary schools

It can be viewed from Table No-9 that there are **17** resource centers which have been covered in the present study. This number has been selected out of **31** total resource centers established in **30** districts of Orissa. Out of which **17** resource centers covered in the study **10** are located in schools running classes I -V and **7** are established in schools running classes I to VII. It indicates that all the resource centers are located either in primary or middle schools.

Table No-9

Resource centers located in Primary, Upper-Primary, Secondary&Higher Secondary Schools

S.No	Classes Taught	Schools having Resource Centers	%
1	I-V	10	58.8
2	I-VII	7	41.2
Total		17	100(approx.)

Suggestions for the improvement of resource centers.

Teachers are working in schools with children with different disabilities. They are meeting the individual needs of children with disabilities by adopting different ways of working with them either in the classrooms or in the resource rooms. The teachers, therefore, are considered to be the best persons to give us the feed back for the improvement of resource rooms. having this background in mind, teachers were asked to give suggestions for the improvement of resource centers.

It is found that out of **115** teachers only **61** teachers have responded for this particular question. When the suggestions for the improvement of resource centers were asked **57%** of the teachers were of the opinion that more resource centers are required in Orissa for the successful implementation of IEDC scheme. **43%** of the teachers were of the opinion that sufficient teaching learning material should be there in the resource centers and these should be well-equipped. **10%** of the teachers suggested that there should be some attendant in the resource room so that they can issue the teaching learning material required by children or teachers were also of the opinion that there should be some contingent amount available for the repair of the equipments in the resource room so that the equipments can be used by children through out the year. Some of the teachers were also of the opinion that hearing aids should be available for children having speech and hearing impairment. Teachers also complaint that the electricity is not available in the resource room. In order to run resource room

successfully the provision of proper electricity should be there in the resource rooms. Some of the teachers suggested that orientation programmes should be arranged from time to time for resource teachers so that their knowledge and competencies may be increased to deal with special needs children. Some of the teachers also suggested that there should be a lot of recreational materials available for children with different disabilities so that they can also have some recreation in their lives. As has been mentioned earlier that resource teachers are not getting their additional salary they suggested that they should get additional salary, but only one teacher could express it as one of the suggestions. When the principal investigator went to the field to interview some of the teachers, children and parents and also faculty from SCERT they expressed a lot of resentment for not getting the additional salary which is due to them as a resource teacher. They expressed that they had to do a lot of work with children, parents and even during other than school hours. They must get the minimum additional salary which is Rs.150/- per month. It is nothing in front of the labour they put in for the education and empowerment of these children. As a matter of fact it should be increased to the tune of Rs.500/- per month.

Table No-10

Suggestions for the Improvement of Resource Centres

Number of Respondents =61

Sl.No.	Suggestions for the Improvement of Resource Centre	No. Of Teachers Responded	%Age
1	More Resource center are required	34	56.7
2	Sufficient teaching materials are required & these should be well equipped	26	43.3

3	Attendent to issue TL material	6	10
4	Contingency should be provided for repairing equipments	5	8.3
5	Group Hearing Aids	3	5
6	Electricity	3	5
7	Orientation programme should be arranged for resource teachers	2	3.3
8	Recreational Instruments	1	1.7
9	Regular payment of Resource teacher	1	1.7

Number Of Children With Different Disabilities Assessed District Wise In Orissa

As has been indicated in Table No-11 that there are **770** children having different types of disabilities. These children have been taken in the study out of **2374** children who have been covered under IEDC in different districts of Orissa. The table below also shows that the number of disabled boys are more than the disabled girls, which is **468** and **302** respectively. The maximum number of children are from **Khurda** district. The number comes to **141** children, out of which **82** are boys and **59** are girls. Second in the series comes district **Nayagarh** where **112** children are there having different types of disabilities out of which **71** are boys and **41** are girls. Next to this comes **Cuttack** district where **93** children are there out of which **56** are boys and **37** are girls. This is followed by districts **Puri, Jajpur, Balesore, Kendrapada, Mayurbhanj, Jagatsinghpur, Bhadrak** and **Kandhamala** where **83, 75, 73, 56, 49**, **42, 35** and **11** children have been identified respectively.

If we look at the table disability wise we find that the maximum number of children are having speech and hearing impairment, the number

comes to **254**. Next to this comes children with orthopedic handicap who are **251** in number, followed by **116** children having mental retardation, **72** having visual handicap **56** having learning disability and **21** having multiple handicaps i.e. having more than one disability. In other states the orthopedically handicap children outnumbered the children with other disabilities. This may be viewed from Table No-11

Table No.11

Number of Children with different Disabilities Assessed District-wise in Orissa

Sl. No	District	VH			S&HI			MR			OH			LD			Multiple			Grand Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Balesore	1	4	5	31	18	49	3	1	4	10	4	14	0	0	0	1	0	1	46	27	**73**
2	Bhadrak	4	3	7	2	3	5	0	1	1	6	4	10	7	5	12	0	0	0	19	16	**35**
3	Cuttack	3	5	8	20	8	28	10	6	16	20	13	33	0	0	0	3	5	8	56	37	**93**
4	Jagatsinghpur	1	0	1	14	8	22	4	4	8	7	4	11	0	0	0	0	0	0	26	16	**42**
5	Jajpur	3	2	5	13	7	20	4	0	4	24	13	37	1	3	4	3	2	5	48	27	**75**
6	Kendrapada	6	2	8	6	8	14	3	2	5	14	15	29	0	0	0	0	0	0	29	27	**56**
7	Khurda	10	6	16	22	18	40	12	11	23	23	15	38	13	8	21	2	1	3	82	59	**141**
8	Mayurbhanj	3	2	5	7	9	16	8	0	8	6	2	8	3	8	11	0	1	1	27	22	**49**
9	Nayagarh	7	1	8	17	16	33	22	6	28	21	18	39	4	0	4	0	0	0	71	41	**112**
10	Puri	5	3	8	14	6	20	14	4	18	19	11	30	2	2	4	2	1	3	56	27	**83**
11	Kandhamala	1	0	1	5	2	7	1	0	1	1	1	2	0	0	0	0	0	0	8	3	**11**
Total		**44**	**28**	**72**	**151**	**103**	**254**	**81**	**35**	**116**	**151**	**100**	**251**	**30**	**26**	**56**	**11**	**10**	**21**	**468**	**302**	**770**

Number of Children with Different Disabilities Assessed Class-wise in Orissa

As has been mentioned earlier that there are 770 children in Orissa who have been covered in the sample having different types of disabilities. If we look at the table number 12 we find that these children are distributed in different classes from class one to seven. The maximum number of children are in class one, which is 152. Next comes 137 children who are in class four and five each. 118 children having different types of disabilities are in class two followed by 69 and 51 children who are in class six and seven respectively. This may be viewed from table number 12.

Table No.12

Number of Children with different Disabilities Assessed Class-wise in Orissa

Class	VH			S&HI			MR			OH			LD			Multiple			Grand Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
I	9	3	12	24	25	49	18	11	29	27	17	44	4	2	6	4	6	10	86	64	152
II	3	4	7	20	16	36	11	6	17	33	12	45	6	4	10	3	0	3	76	42	118
III	5	4	9	24	17	41	16	2	18	19	16	35	5	0	5	0	0	0	69	39	108
IV	14	8	22	25	10	35	21	9	30	23	14	37	4	6	10	2	1	3	89	48	137
V	8	4	12	33	18	51	7	3	10	26	22	48	5	10	15	1	0	1	80	57	137
VI	3	3	6	13	7	20	6	2	8	12	12	24	5	3	8	1	2	3	40	29	69
VII	2	2	4	12	10	22	2	2	4	11	7	18	1	1	2	1	0	1	29	22	51
Total	44	28	72	151	103	254	81	35	116	151	100	251	30	26	56	12	9	21	469	301	770

Instructional Material Procured/Developed For Children With Different Disabilities

Teachers developed different kinds of teaching learning materials to make the children understand various concepts. Teachers who are trained as resource teachers are trained to develop these teaching learning aids more effectively so that children with disabilities can learn better. A lot of teaching learning materials for children with speech and hearing impairment and children with visual handicap have been developed and procured in Orissa. The type of materials developed for speech and hearing impaired children are maps in different colours, puppets, colourful charts, various kinds of pictures, different types of teaching learning aids and different coloured balls. The materials developed for children with visual handicap are embossed charts of different geometrical shapes, embossed maps, embossed earth globe, different kinds of models, flowers and different audio cassettes for teaching Maths, English, Science and about important festivals.

The teachers have also procured various kinds of teaching learning materials for the education of speech and hearing impaired children and children with visual handicap. For hearing impaired children this includes pictures, photographs of great men, speech trainer, different types of hearing aids, various kinds of charts, overhead projector, mirror and earphones. The material procured for children with visual handicap are Braille kit, Braille Books, Brailler, charts, embossed maps, flash cards, tape recorder, audio

cassettes, different kinds of models, writing slates with beads, artificial flowers, cricket ball and bat and abacus. This can be seen from the following Tables No-13 and 14

Table No-13

Instructional Materials Procured/Developed for Children with Visual Handicap

S.No	Materials Procured	Materials Developed
1	Braille Kit	Embossed Charts of different geometrical shapes
2	Braille Books	Embossed Maps
3	Brailler	Embossed Earth Globe
4	Charts	Different kinds of Models
5	Embossed Maps	Flowers
6	Flash Cards	Charts
7	Tape Recorder	Audio Cassettes for teaching Maths, English,Science and about Important Festivals
8	Audio Cassettes	
9	Models	
10	Writing Slates with beads	
11	Arithmetic Slate	
12	Artificial Flowers	
13	Cricket Ball & Bat	
14	Abacus	

Table No-14

Instructional Materials Procured/Developed for Children with Speech & Hearing Impairment

S.No	Materials Procured	Materials Developed
1	Pictures, Photographs of Great men	Maps in different colours
2	Speech Trainer	Sting Puppets
3	Different types of Hearing Aids	Colourful Charts
4	Various kinds of Charts	Different types of Teaching Aids
5	Overhead Projector	Various kinds of Pictures
6	Mirror, Ear phones	Different colored balls

Instructional Materials Found Useful Even For Non Disabled Children

Teachers developed and procured a lot of teaching learning materials for children with different disabilities so that they can learn to the maximum of their capabilities. The teachers have reported that these materials were found useful even for non-disabled children. As can be seen from table number **15** that **46** resource teachers out of **47** and all the **68** general teachers have reported that the instructional materials developed and procured for children with different disabilities is found useful even for non-disabled children. It indicates that the integrated education promotes the education of non-disabled children in regular schools. This can be viewed from the following Table No-15

Table No-15

Instructional Materials found useful even for Non-disabled Children

S.No	Responses by Teachers	Instructional Materials useful even for non-disabled Children					Total
		Yes	%Yes	No	%No	NR	
1	Resource Teacher-47	46	97.9	0	0	1	47
2	General Teachers –68	68	100	0	0	0	68
Total	115	**114**	**99.1**	**0**	**0**	**1**	**115**

Improvement in attendance of children with different disabilities

The introduction of IEDC scheme in the state has improved the attendance of children with different disabilities. The statement has been agreed upon by **96%** of the resource teachers and **100%** of the general teachers. As per the opinion of teachers children feel very enthusiastic to attend the schools regularly. It has not only affected the attendance of children with disabilities but also of the non-disabled children. As a matter of fact a lot of teaching learning aids and equipments etc. have been provided to children. And also the school environment is enriched with a lot of colourful teaching-learning materials for children. Therefore they find the schools an attractive place to visit and be there. Therefore they feel very enthusiastic to attend the schools regularly. It may be viewed from Table No-16

Table No-16

Improvement in attendance of Children with different disabilities

S.No	Responses by Teachers	Improvement in Attendance					Total
		Yes	%Yes	No	%No	NR	
1	Resource Teachers-47	45	95.74	1	2.13	1	47
2	General Teachers-68	68	100	0	0	0	68
Total	115	113	98.2	1	0.9	1	115

Progress of children with disabilities

The introduction of IEDC scheme has helped children with different disabilities to progress in different areas academic as well as non-academic. **94%** of the resource teachers and **98%** of the general teachers have confirmed it. Over all **96%** of the teachers were of the opinion that IEDC scheme has helped children with disabilities to progress a lot in different areas. It may be seen in the following table.

Table No-17

Progress of Children with disabilities

S.No	Teachers	Children are able to Progress					Total
		Yes	%Yes	No	%No	NR	
1	Resource Teachers-47	44	93.62	2	4.25	1	47
2	General Teachers-68	67	98.53	1	1.47	0	68
Total	115	111	96.52	3	2.6	1	115

Participation in curricular and co-curricular activities by children with disabilities

The implementation of integrated education has helped children with disabilities participating in curricular and co-curricular activities. Over all **95%** and **85%** of the teachers respectively were of the opinion that it has helped children in participating curricular and co-curricular activities respectively. It can be seen from the following Table No-18

Table No-18

Participation in Curricular and Co-curricular Activities by Children with different disabilities

S.No.	Teachers	Curricular Activities					Co-Curricular Activities					Total
		Yes	% Yes	No	%No	NR	Yes	%Yes	No	%No	NR	
1	Resource Teachers-47	44	93.62	2	4.25	1	39	82.97	7	14.89	0	47
2	General Teachers-68	65	95.59	3	4.41	0	59	86.76	9	13.23	0	68
Total	**115**	**109**	**94.78**	**5**	**4.35**	**1**	**98**	**85.22**	**16**	**13.91**	**1**	**11[illegible]**

Borrowing teaching aids from resource centers for non-disabled children

Teachers have prepared a lot of teaching learning materials for the education of children with different disabilities so that they can learn maximum to their capabilities. **98%** of the resource teachers and the

general teachers have reported that they used the teaching learning aids and materials developed for children with disabilities with other non-disabled Children. The efficacy of the teaching-learning material can be judged by its usability even for non-disabled children. This can be seen from the following Table No-19

Table No-19

Borrowing Teaching Aids from Resource Centre for non-disabled children

S.No	Teachers	Borrow Teaching Aids					Total
		Yes	%Yes	No	%No	NR	
1	Resource Teachers-47	46	97.87	0	0	1	**47**
2	General Teachers-68	67	98.53	1	1.47	0	**68**
Total	**115**	**113**	**98.26**	**1**	**0.9**	**1**	**115**

Development of positive attitude towards children with different disabilities

The integrated education has helped the teachers to develop the positive attitude towards children with different disabilities. As a matter of matter of fact children started learning well with the introduction of IEDC scheme because a lot of inputs have been given under the scheme to these children. For example, provision of a special teacher for the school, availability of a lot of teaching learning materials, learning aids and equipments to be used for children with disability, the availability of adapted curriculum and its transactional methods, all these things have helped children with disabilities to learn better. With the result they also started

participating in curricular and co-curricular activities. This has helped the general teachers to develop a positive attitude for children with disabilities. Over all **99%** of the teachers agreed with the above statement. This may be viewed from the following Table No-.20

Table No-20

Development of Positive Attitude towards Children with Different Disabilities

S.No	Teachers	Development of positive attitude					Total
		Yes	%Yes	No	%No	NR	
1	Resource Teachers-47	46	97.87	0	0	1	**47**
2	General Teachers –68	68	100	0	0	0	**68**
Total	**115**	**114**	**99.13**	**0**	**0**	**1**	**115**

Development of positive attitude among non-disabled children

It is found in the present study that the introduction of IEDC scheme has also helped in developing positive attitude among non-disabled children. As has been pointed out that the support of resource teachers and awareness created among general teachers has helped children with different disabilities to participate in different activities of the school which has improved their learning skills. This in turn has helped the development of positive attitude among non-disabled children for their peers with disabilities. **96%** of the resource teachers and **100%** of the general teachers has agreed with the above statement.Overall 98% of the teachers agreed with the statement This may be viewed from the Table No-21

Table No-21

Development of Positive Attitude among Non-disabled Children

S.No	Teachers	Development of positive attitudes					Total
		Yes	%Yes	No	%No	NR	
1	Resource Teachers-47	45	95.74	1	2.13	1	**55**
2	General Teachers –68	68	100	0	0	0	**60**
Total	**115**	**113**	**98.2**	**1**	**0.9**	**1**	**115**

Improvement in personal/social and academic skills

The introduction of IEDC has helped in improvement of personal/social and academic skills of children with different disabilities. Since a lot of attention is being paid to children with disabilities in terms of provision of teaching aids and equipments and resource support, these children have started improving in their personal/social and academic skills. As it can be seen from Table No-.22 that **94%** of the resource teachers and **100%** of the general teachers are of the opinion that integrated education has helped children with disabilities to improve their personal/social skill.

So far as academic skills are concerned only **53%** of resource teachers and the same percentage of general teachers are of the opinion that it has helped the children with disabilities to improve in their academic skills. Over all **46%** of the teachers are of the opinion that it has not helped

the children with disabilities to improve in their academic skills. It can be seen in the following Table No-22

Table No-22

Improvement in Personal/Social and Academic Skills

S.No.	Teachers	Helped Children to Improve their										Total
		Personal /Social Skills					Academic Skills					
		Yes	%	No	%	NR	Yes	%	No	%	NR	
1	Resource Teachers-47	44	93.62	2	4.2	1	25	53.19	21	44.68	1	47
2	General Teachers-68	68	100	0	0	0	36	52.94	32	47.05	0	68
Total	**115**	**112**	**97.4**	**2**	**1.7**	**1**	**61**	**53.04**	**53**	**46.1**	**1**	**115**

Presence of children with disabilities made the general teacher a better teacher

96% of the resource teachers and **100%** of the general teachers were of the opinion that integrated education has made the general teacher a better teacher. Since they have to use a lot of teaching learning materials, aids and equipments and a number of strategies to make the children learn, it made them a better teacher. Putting a lot of efforts to make the disabled children learn in a better way made them a better teacher. This can be viewed from the Table No-23

Table No-23

Presence of Children with Special Needs made the General Teacher a better Teacher

S.No	Teachers	Special Children have made a Teacher a better Teacher					Total
		Yes	%	No	%	NR	
1	Resource Teachers-47	45	95.74	1	2.13	1	47
2	General Teachers – 68	68	100	0	0	0	68
Total	**115**	**113**	**98.26**	**1**	**0.9**	**1**	**115**

Improved self-esteem of children with disabilities

The introduction of IEDC scheme has helped the children with different disabilities to improve in their self-esteem. **66%** of the resource teachers and **75%** of the general teachers believe that integrated education has helped the children with disabilities to improve in their self-esteem. This could be possible because with the help of resource teacher as well as general teacher and also with the help of their peers, the children with disabilities are participating in large number of activities arranged by school whether it is curricular activities or co-curricular activities, they have been given a number of success experiences. With the result children with disabilities have better self-esteem in them. This may be viewed from the following Table No-24

Table No-24

Improved Self–esteem of Children with disabilities

S.No	Teachers	Improved Self–esteem of Children					Total
		Yes	%Yes	No	%No	NR	
1	Resource Teachers-47	31	65.95	15	31.91	1	**47**
2	General Teachers –68	51	75	17	25	0	**68**
Total	**115**	**82**	**71.3**	**32**	**27.8**	**1**	**115**

Reduced drop out rate of children with disabilities and other children

It has been found in the study that integrated education has helped in reducing drop rate of children with disabilities. Not only this, it has also reduced the drop out rate of non-disabled children in the school. **94%** of the resource teachers and **100%** of the general teachers and over all **97%** of the teachers agreed with the above statement. This has the base to believe it as the integrated education has changed the whole climate of the school in which children with disabilities as well as the non-disabled children feel interested to come regularly which has helped not only reducing the drop out rate of children with disabilities but also of the other children. This can be viewed from the following Table No-25

Table No-25

Reduced dropout rate of Children with disabilities & other Children

S.No	Teachers	Reduced dropout rate of Children with Special Needs & other Children					Total
		Yes	%Yes	No	%No	NR	
1	Resource Teachers-47	44	93.62	2	4.25	1	47
2	General Teachers –68	68	100	0	0	0	68
Total	115	112	97.4	2	1.74	1	115

Improvement in academic as well as non-academic skills in other children

It has been found in the present study that IEDC scheme has helped not only in the academic and non-academic skills in children with different disabilities but it has also improved academic as well as non-academic skills in other children i.e. non-disabled children. **98%** of the resource teachers and **100%** of the general teachers has agreed to this. It implies that **99%** of the over all teachers believed that integrated education has helped not only children with disabilities for the improvement in academic as well as non-academic skills but it has also helped other children in doing so. It can be viewed from the following Table No-26

Table No-26

Improvement in academic as well as non-academic skills in other children

S.No	Teachers	Improved their academic as well as non-academic skills					Total
		Yes	%Yes	No	%No	NR	
1	Resource Teachers-47	46	97.87	0	0	1	47
2	General Teachers-68	68	100	0	0	0	68
Total	**115**	**114**	**99.13**	**0**	**0**	**1**	**115**

Achieving the target of Education for All

96% of the resource teachers and 100% of the general teachers are of the opinion that integrated education has helped in achieving the target of education for all. It is a very big achievement for the scheme of IEDC. This could happened because of a lot many inputs that have been provided in schools for children with disabilities so much so that it has changed the whole school climate in which all the children with disabilities participated in all the activities of the school, curricular as well as co-curricular. It gave a number of success experiences to children with disabilities in almost all the areas by providing teaching- learning materials, enriched curricular materials and methods, resource support either by resource teacher, parents and involvement of community which has helped this to happen i.e. helped in ***achieving the targets of education for all.***

Table No:-27
Achieving the Targets of Education For All

S.No	Teachers	Achieving the Targets of Education For All					Total
		Yes	%Yes	No	%No	NR	
1	Resource Teachers-47	45	95.74	1	2.13	1	**47**
2	General Teachers- 68	68	100	0	0	0	**68**
Total	**115**	**113**	**98.26**	**1**	**0.87**	**1**	**115**

Suggestions for the successful implementation of IEDC scheme

Orissa has been implementing IEDC scheme and also UNICEF assisted PIED project quite successfully. The teachers were found involved and committed while providing services to children with different disabilities. ***They used integrated education as a step forward to achieve the target of education for All. They have given a number of suggestions for the improvement of IEDC scheme.*** These have been detailed in Table No-28. These can be summarized as follows.

More teaching learning materials be provided

63% of the teachers suggested that more teaching learning materials, aids and equipments should be provided for children with different disabilities as per their needs. As a matter of fact we cannot implement the schemes successfully until enough teaching learning materials are provided

to the children with different disabilities and also proper aids and equipments are provided as per their needs. Therefore, the maximum number of teachers have suggested that they should be given enough teaching learning materials, aids and equipments as per their needs, so that they can learn to the maximum of their capabilities.

Payment to resource teachers should be given regularly

61% of the teachers have pointed out that payment to the resource teachers should be given regularly. As a matter of fact **165** teachers were trained as resource teachers at different point of time in Orissa but after a certain period the Govt. of India issued an order by which these teachers stopped getting their additional salary as a resource teachers which they used to get earlier. With the result the administration was forced to absorb **72** trained resource teachers in general schools as assistant teachers (primary). As a matter of fact this was a major resource loss. A teacher who is specialized to teach special needs children in a classroom is now working as a general teacher not teaching children with disabilities.

As per GOI orders they were transferred to general schools as general teachers. As of today there are **140** IEDC units where remaining **93** teachers are there to teach **2374** children while as per the scheme one teacher is supposed to teach only up to eight to ten children.

More resource rooms should be established

43% of the teachers suggested that more resource rooms should be established for children with different disabilities. As per the data, there are **31** resource rooms established in Orissa. The number of children with different disabilities are more as compared to the resource room established & the number of teachers appointed for the same. To do the justice with the education of children with disabilities more resource rooms should be established.

The Stipend and other facilities for children with different disabilities be increased

41% of the teachers expressed that the stipend and other facilities are not being provided to children in time. As a matter of fact the cost has increased so much that the stipend and other facilities which is set for these children as per the IEDC norms established in 1992 is not sufficient. Therefore, they suggested that it should be increased to the tune of actual cost.

Orientation Programme for Teachers and Administrators

For the successful implementation of IEDC regular teachers as well as educational administrators should be oriented towards the education of children with disabilities. **23%** of the teachers suggested that more and more orientation programs for teachers and administrators should be conducted regularly. They have also suggested that those who have got orientation in

the area they should be paid extra so that they are motivated to work with children with different disabilities.

Attendant for the Resource room

12% of the teachers suggested that there should be an attendant attached to the resource room for the smooth functioning of the resource room. This attendant may also be used for helping children with different disabilities. He may help children with visual handicap in their mobility, taking children with orthopaedic handicap from one place to another and take care of children who are having mental retardation or hearing impairment. Also he can help issuing resource materials to teachers as well as children for their use.

Appointment of Additional resource teachers

Some of the teachers have suggested that another resource teacher be appointed for the smooth and effective implementation of IEDC. As a matter of fact, there are teachers who have been attending more number of children in a school thereby they cannot justify their job. Therefore, the teachers have suggested that an additional resource teacher should be appointed in a resource centre so that children's individual need can be met effectively.

Vocational Training for children with disabilities

Some of the teachers have suggested that vocational training should be provided to children with different disabilities in the same school. All the children with disabilities cannot pursue the academic goals due to their limitations imposed by certain disabilities. If vocational skills are provided to them since beginning it will be useful for them in the longer run. They would become economically independent when they grow adult.

Children should get continuous medical checkups

As a matter of fact continuous medical checkups should be conducted for children with different disabilities. Their functioning should be assessed periodically. It is good for their educational planning also. To provide them right type of guidance it is necessary that continuous medical check ups by different professionals should be done regularly.

Contingency Amount

Some of the teachers have suggested that some contingent amount should be placed at the disposal of the head teacher to be used for making petty expenditures in the school for the education of children with special needs. For example, some aids and equipments are to be got repaired or some teaching learning materials is to be developed or the teacher is to go to some resource centre to help the child to meet his educational need. For all these activities some contingent amount is required which may be kept in the

school for the smooth functioning of IEDC .All these suggestions can be viewed from the following Table No-28

Table No.28

Suggestions for the successful implementation of IEDC scheme from orissa

Sl. No.	Suggestions for the improvement of IEDC Scheme	No. of Teachers Responded	%Age
1	More Teaching-learning materials ,aids and equipments should be provided for the children with different disabilities as per their needs	73	63.48
2	Payment to resource teachers should be given regularly	70	60.87
3	More resource rooms should be established for children with different disabilities	50	43.48
4	The stipend and other facilities should be given to the children in time and this should be increased to the actual cost	48	40
5	Orientation programmes for teachers and administrators should be conducted regularly. Those who have got orientation should be paid extra to motivate them	27	23.48
6	Resource room attendant is required for its smooth functioning and for helping children with OH and MR.	14	12.17
7	Another resource teacher should be appointed for smooth and effective implementation of IEDC .	10	8.69
8	Vocational Training should be provided to the children with disabilities	9	7.83
9	Children should get continuous medical check ups through the IEDC scheme	9	7.83
10	Contingency required	8	7.0

Conclusion:

- To sum up it can be stated that there are **30** districts in Orissa which can be viewed from the page no.3 in the map of Orissa. All these **30** districts have **IEDC** units. There are **140 IEDC** units in the whole state. These **IEDC** units range from **1** to **15** in one district. The maximum number of IEDC units are in **Cuttack** district. These are **15** in number. The placement of IEDC units in different districts may be seen on page no.47. Out of the total number of **314** blocks, **95** blocks have been covered under **IEDC** scheme out of which **32** have been selected in the present study. The total number of **165** teachers have been trained as resource teachers. But unfortunately, some of them i.e.**72** were transferred to regular schools as General Teachers as per GOI's orders. A glance of detailed information of IEDC may be seen below.

A Glance of IEDC in Orissa State

S.No	Detailed Information about various aspects of IEDC in Orissa		Selection of Sample for the present Study	
1	Total No. districts under IEDC	30	11	
2	Total No.of Blocks covered under IEDC	95	32	
3	Total No. of Schools under IEDC	140	52	
4	Total Number of Resource rooms available in Orissa	31	17	
5	Total No. of Resource Teachers under IEDC	165	47	115 Teachers
6	Total Number of General teachers under IEDC	-	68	
7	Total No. of Disabled children under IEDC	2374	770	
8	Total No. of Parents for study under IEDC	2374	765	

- The state of **Orissa** has created a lot of awareness under **IEDC** scheme and even under **UNICEF** assisted Project Integrated Education for the Disabled **'PIED'** wherein a huge bulk of teachers working in general education system have been trained.

- **2374** children have been identified and assessed as children having different disabilities out of which **770** have been covered under the present study.

- Parents and members of the community have been involved in the project for the successful implementation of **IEDC.**

- Teachers whether they are working as general teachers or as resource teachers are professionally qualified and trained. All the **165** resource teacher are trained either in multi category teacher training programme for one year or trained in single disability either in visual handicap or speech and hearing impairment or mental retardation. All these courses in single disability are also of one year's duration. Unfortunately, as has been reported by the state authorities and even by teachers that the resource teachers are not getting additional salary, which is due to them as per **IEDC** scheme. Even those who are getting the additional salary are not receiving this in time.

- Most of the resources centres are located in primary and upper primary schools.

- It is noticed that more number of boys are found to be having disabilities as compared to that of the girls. The number goes up to **468** as boys with disability and **302** as girls with disability.

- The maximum number of children are having speech and hearing impairment, the number goes to **254,** and then comes orthopaedic handicap, which are **251** in number. After that appears mental retardation as **116, 72** as visual handicap, **56** as learning disability and **21** as multiple handicaps.

Number of children having different types of disabilities.

S.No	Disabilities	No of children
1.	Speech & Hearing Impaired	254
2.	Orthopaedic Handicap	251
3.	Mental Retardation	116
4.	Visual Handicap	72
5.	Multiple handicap	21
6.	Learning Disabilities	56
Total		770

- If we analysis the data class wise, we find that the maximum number of children are in class I, the number being **152.** Next to this comes children in class IV and V, the number being **137** in each class. Then appears class II where **118** children are there, followed by class VI and VII where the children are **60** and **51** respectively.

- Teachers have developed a lot of teaching-learning materials for the education of children with disabilities. They are trained to do so during their training programmes they have under gone for one year. They have prepared different types of maps, the sting puppets; colour charts, various kind of pictures, different kind of colour balls for children with speech and hearing impairment. They have further developed embossed charts of different geometrical shapes, embossed maps, embossed globes, different kinds of models, charts and audio cassettes with teaching different subjects like Maths, English, science and some important festivals for children with visual handicaps.

- The instructional materials and teaching aids developed for children with disabilities were found useful even for non-disabled children. This has been reported by **99%** of the teachers. 99%

- The implementation of **IEDC** scheme has contributed towards the improvement in attendance of children with different disabilities. Overall **98%** of teachers have reported so. 98%

- **IEDC** scheme has helped participation of children in curricular and co-curricular activities. 95% and 85% of the teachers has reported this respectively. 95% & 85%

- Overall **99%** of teachers have stated that **IEDC** scheme has helped in the development of positive attitude of teachers and non-disabled children towards children with different disabilities. 99%

- **IEDC** scheme has helped in the improvement in personal-social and academic skills in children with disabilities. 97% & 53% of the teachers has reported it respectively. 97% & 53%

• **98%** of teachers have stated that the presence of children with disabilities made the general teacher a better teacher. 98%

• **IEDC** Scheme has improved the self-esteem of children with disabilities. It has been confirmed by **71%** of teachers. 71%

• Overall **97%** of teachers have stated that **IEDC** Scheme has reduced the dropout rate of not only the children with disabilities but also of other children. 97%

• It has improved academic as well as non-academics skills in other children. This has been reported by **99%** of the teachers. 99%

• **IEDC** scheme has helped in achieving the targets of Education for All, has been confirmed by **98%** of teachers. 98%

• Teachers have given a few important **suggestions for the improvement of resource centres.** They suggested that:

- There should be sufficient teaching learning materials available in the resource rooms and these should be well equipped. This has been reported by **43%** of the teachers. 43%

- There should be one attendant in the resource centre to issue various types of teaching learning materials to teachers and children. This has been reported by **10%** of the teachers. 10%

- More resource centres should be established to cater the needs of children with disabilities. This has been reported by **56%** of the teachers. 56%

• Teachers have given a lot of **suggestions for the successful implementation of IEDC.** Some of them are:

- More teaching learning materials, aids and equipments should be provided for children with different disabilities as per their needs. This* has been reported by **63%** of the teachers. 63%

- Payments to resource teacher should be given regularly. 61%

- More resource centres should be established for the education and enrichment of children with disabilities. This has been reported by **43%** of the teachers. 43%

- The stipend and other facilities should be given to the children in time and this should be increased to the actual cost. This has been reported by **40%** of the teachers. 40%

- More orientation programmes for teachers and educational administrators should be conducted regularly. This has been reported by **23%** of the teachers. 23%

- Additional resource teachers should be placed in the resource centres for the smooth and effective implementation of **IEDC** scheme. This has been reported by **9%** of the teachers. 9%

- Vocational training should be provided to children with disabilities. This has been reported by **8%** of the teachers. 8%

- Children should be periodically examined medically and continuously evaluated for educational purposes. This has been reported by **8%** of the teachers. 8%

- There should be some contingent amount placed with the Head teacher for the petty expenditure to be incurred for the repair and maintenance of aids and equipments for children with disabilities and also for the development of teaching-

learning materials and also to purchase some raw materials for the development of teaching-learning materials for the improvement of learning for children with different disabilities. This has been reported by **7%** of the teachers. 7%

ANNEXURE

QUESTIONNAIRE FOR TEACHERS TO STUDY THE IMPACT OF INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC)

Janak Verma
Debendra Nath Dash

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

QUESTIONNAIRE FOR TEACHERS TO STUDY THE IMPACT OF INTEGRATED EDUCATION FOR DISABLED CHILDREN (IEDC)

1. State/UT ______________________ ☐

2. District ______________________ ☐

3. Block/Tehsil ______________________ ☐

4. City/Village/Town ______________________ ☐

Name of the School ______________________

Postal Address ______________________

____

____

Name and Designation of the Teacher

Qualification
(Write the highest qualification, *give No.* in the box)

(a) Academic:

10 +2 or equivalent	(1)
graduate or equivalent	(2)
Post graduate	(3)
M.Phil.	(4)
Ph.D	(5)
Any other	(6)

☐

(b) Professional:

C.T./LT/BT/B.Ed or equivalent	(1)
M.Ed.	(2)

☐

(c) Professional qualification in Special Education:

(i) Diploma in Special Edu.:

VH	(1)
S&HI	(2)
MR	(3)
OH	(4)
LD	(5)
Multiple	(6)

(ii) B.Ed. in Special Edu.	(1)
M.Ed. in Special Edu.	(2)

(d) Professional Training in Special Education:

1 week training	(1)
2 weeks training	(2)
6 weeks training	(3)
3 months training	(4)
6 months training	(5)
1 year multi-category training	(6)
1 year single disability training	(7)
Degree course in single Disability *(please specify)*	(8)

(e) Working as a:

Headmaster/Headmistress	(1)
General Teacher	(2)
Resource Teacher (Multicategory)	(3)
Resource Teacher (Single Disability)	(4)

1. Area in which School is located:

Rural (1)

Urban (2)

2. Management of School:

Government (1)

Local Body (2)

Private aided (3)

Private unaided (4)

3. If Government, the school is managed by:

State Government (1)

Central Government (2)

4. Type of school:

Boys (1)

Girls (2)

Co-educational (3)

5. Classes Taught:

From class ____________ to class ________

6. Medium of Instruction ____________________

7. Are you familiar with the concept of Integrated Education for Disabled Children? Yes (1) No (2)

8. No. of Integrated School in village/city/town ____________________

9. No. of special School in your village/city/town ____________________

10. Since when are you working in this school ____________________

11. Since when IEDC Scheme was implemented in your School ____________

2. No. of Trained Teachers in special education in your school.

Name of Teacher	Type of Training	Duration of Training	Place of Training

13. As a resource teacher, are you getting additional salary? Yes (1) No (2) ☐

14. Is the additional salary received in time? Yes (1) No (2) ☐

15. What is the pupil teacher ratio for children with special needs in your school ?__________ ☐

16. Does your school have a resource centre ? Yes (1) No (2) ☐

17. Who is looking after the resource centre?______________________

18. How many schools are covered by this resource centre ?____________ ☐

19. Enlist children attending the resource centre in the session 1998-99.

S.No	Name of School	No. of children covered												Total	
		VH		S&HI		MR		OH		LD		MH			
		B	G	B	G	B	G	B	G	B	G	B	G	B	G
	Total														

VH = Visually Handicapped
S&HI = Speech and Hearing Impairment
MR = Mentally Retarded
OH = Orthopaedically Handicapped
LD = Learning Disabled
MH = Multiple Handicapped
B = Boys
G = Girls

20. How many times in a month the children avail the resource centre facilities.

Once (1)
Twice (2)
Thrice (3)
Four times (4)

[ ]

21. Give suggestions for the improvement of resource centre.

22. In the absence of resource centre how do you manage the children with special needs?

23 . Enlist the number of non-disabled children in your school in the block years mentioned in the table?

Years	No. of Non-disabled Children		
	Boys	Girls	Total
1975-79			
1980-84			
1985-89			
1990-94			
1995-99			
Total			

24. Enlist the total number of disabled children **identified and assessed** in your school since IEDC scheme is implementing. (*Please ensure children identified in the previous years should not be added in the next year.*)

Years	Children with Special Need													
	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1975-79 Identified														
Assessed														
1980-84 Identified														
Assessed														
1985-89 Identified														
Assessed														
1990-94 Identified														
Assessed														
1995-99 Identified														
Assessed														
TOTAL														

5. Enlist the children with special need identified in your school during the academic year 1998-99.

Classes	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Pre-Pri.														
I.														
II.														
III.														
IV.														
V.														
VI.														
VII.														
VIII.														
IX.														
X.														
XI.														
XII.														
Total														

26. Enlist children with special need assessed in your school during the academic year 1998-99.

Classes	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Pre-Pri.														
I.														
II.														
III.														
IV.														
V.														
VI.														
VII.														
VIII.														
IX.														
X.														
XI.														
XII.														
Total														

27. Enlist the total number of **out-of-school** children with special need **identified and assessed** by your school since IEDC scheme is implementing. (*Please ensure children identified in the previous years should not be added in the next year.*)

Years	Children with Special Need													
	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1975-79 Identified														
Assessed														
1980-84 Identified														
Assessed														
1985-89 Identified														
Assessed														
1990-94 Identified														
Assessed														
1995-99 Identified														
Assessed														
TOTAL														

28. Enlist the **out-of-school** children with special need **identified** in your school during the academic year 1998-99.

Classes	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Pre-Pri.														
I.														
II.														
III.														
IV.														
V.														
VI.														
VII.														
VIII.														
IX.														
X.														
XI.														
XII.														
Total														

29. Enlist the **out-of-school** children with special need **assessed** in your school during the academic year 1998-99.

Classes	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Pre-Pri.														
I.														
II.														
III.														
IV.														
V.														
VI.														
VII.														
VIII.														
IX.														
X.														
XI.														
XII.														
Total														

30. Enlist the total number of disabled children sent for **integration directly** in your school during the period 1994-99. (*Please ensure children sent for integration directly in your school in the previous years should not be added in the next year.*)

Years	Children with Special Need													
	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1994-95														
1995-96														
1996-97														
1997-98														
1998-99														
TOTAL														

31. Enlist the total number of disabled children **referred to the resource teacher for preparation for integration directly** in your school during the period 1994-99 *(Please ensure children referred to resource teachers in the previous years should not be added in the next year.)*

Years	Children with Special Need													
	VH		S&HI		MR		LD		OH		MH		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1994-95														
1995-96														
1996-97														
1997-98														
1998-99														
TOTAL														

32. Enlist the number of children prepared in different skills.

Different Skills	No. of children you have prepared in each year											
	1994-95		1995-96		1996-97		1997-98		1998-99		Total	
	B	G	B	G	B	G	B	G	B	G	B	G
a. Self help Skills												
b. Communication Skills												
c. Orientation mobility												
d. Functional Skills : Colour												
Number												
Time (Morning, Afternoon, Evening, Night)												
Directionality (Up-down, Right-left, Front-back)												
e. Academic Skills: Reading												
Writing												
Arithmetic												
Any other												
Total												

33. What instructional materials have been procured/developed for children with special need?

Children with special need	Material procured	Material developed
VH		
S&HI		
MR		
OH		
LD		
MH		

34. Do you think that these instructional materials are useful even for the other children? Yes (1) No (2) [ ]

35. Do you think that integrated education has helped the children with special need to attend regular school? Yes (1) No (2) [ ]

36. Do you think that integrated education has improved the attendance of the children with special need in the school? Yes (1) No (2) [ ]

37. Do you think that due to the introduction of integrated education programme the children with special need are able to progress? Yes (1) No (2) [ ]

38. Whether integrated education has helped the children with special need to participate in different curricular activities of the school ? Yes (1) No (2) [ ]

39. Whether integrated education has helped the children with special need to participate in co-curricular activities as per their capabilities? Yes (1) No (2) [ ]

40. Whether the general teachers borrow teaching aids from resource centre to use in the classroom? Yes (1) No (1) [ ]

41. Whether integrated education has helped general teachers in developing positive attitude towards children with special need ? Yes (1) No (2) [ ]

42. Whether integrated education has helped other children in developing positive attitude towards children with special need ? Yes (1) No (2) [ ]

43. Whether integrated education has helped children with special need to improve their personal/social skills? Yes (1) No (2) [ ]

44. Whether integrated education has helped children with special need to improve their academic skills? Yes (1) No (2) [ ]

45. Whether presence of children with special need has made the general teacher a better teacher? Yes (1) No (2) [ ]

46. Whether integrated education has improved the self-esteem of children with special need? Yes (1) No (2) [ ]

47. Do you think that integrated education has reduced the drop-out rate of children with special need and other children? Yes (1) No (2) [ ]

48. Do you think that integrated education has helped the other children to improve their academic as well as non-academic skills? Yes (1) No (2) [ ]

49. Do you think that integrated education will help in achieving the targets of Education For All in the country? Yes (1) No (2) [ ]

50. What suggestions do you have for the successful implementation of IEDC Scheme?
(Please specify)

Name of the Respondent

Signature of the
Officer In charge

Date :